

Utah Institutions of Higher Education

Utah Preservice Teacher Evaluation Rubric

(Based on the Utah Effective Teaching Standards)

<i>Performance Indicator</i>	<i>Not effective</i>	<i>Developing</i>	<i>Approaching</i>	<i>Preservice Proficient (Inservice Emerging)</i>	<i>Inservice Effective</i>	<i>Inservice Highly Effective</i>	
The Learner and Learning							
Standard 1. Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.							
1.1 O	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (1a, 2e).	<ul style="list-style-type: none"> No differentiation Instruction is not developmentally appropriate Emotionally unsafe environment Unaware of developmental needs 	<ul style="list-style-type: none"> Creates whole group instruction <p>(e.g., instruction is far below or above students' developmental levels, lack of modeling, only one answer or way)</p>	<p>...and</p> <ul style="list-style-type: none"> Incorporates superficial strategies for meeting students' developmental needs. <p>(e.g., makes reference to student interest but does not use authentic problem solving, teacher dependent problem solving)</p>	<p>...and</p> <ul style="list-style-type: none"> Demonstrates an understanding of learners' developmental levels <p>(e.g., instruction to meet learners' strengths, interests, and needs—hands-on, real world, appropriately scaffolded)</p>	<p>...and</p> <ul style="list-style-type: none"> Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction Incorporates tools of language development into planning and instruction 	<p>...and</p> <ul style="list-style-type: none"> Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs
1.2 C	Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).	<ul style="list-style-type: none"> Not proactive in communication Not learner focused Defensive or hostile Doesn't communicate effectively Does not consult the mentor teacher when interacting with families and colleagues 	<ul style="list-style-type: none"> Communicates on a need to know basis (when required) Communication is focused on procedural issues, schedules, and requirements. 	<p>...and</p> <ul style="list-style-type: none"> Responds to mentor inquiries/concerns about learner development and progress. Communicates about curriculum and instruction. 	<p>...and</p> <ul style="list-style-type: none"> Initiates communication with mentor and school personnel to support learning development and progress. 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners 	<p>...and</p> <ul style="list-style-type: none"> Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs
Standard 2. Learning Differences: The teacher understands individual learner differences and cultural and linguistic diversity.							
2.1 O	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d).	<ul style="list-style-type: none"> Not accepting of differences Does not hold high expectations 	<ul style="list-style-type: none"> Aware of learning diversity Respectful of individual differences 	<p>...and</p> <ul style="list-style-type: none"> Attempts to apply strategies to support diverse learners 	<p>...and</p> <ul style="list-style-type: none"> Applies understanding of learner diversity to support learners to achieve academically <p>(e.g., holds high expectations)</p>	<p>...and</p> <ul style="list-style-type: none"> Uses learner differences as an asset to adapt and deliver instruction for all learners Provides students multiple ways to demonstrate learning 	<p>...and</p> <ul style="list-style-type: none"> Contributes to a school-wide culture that encourages learner perseverance and advancement Connects multiple perspectives to encourage learners to learn from each other

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Standard 3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.							
3.1 O	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).	<ul style="list-style-type: none"> Classroom procedures and behavioral expectations are not established <p>(e.g., no schedule planned, majority of learner not on task, learners don't know what to do, instructional time is lost, lengthy transitions, unorganized)</p>	<ul style="list-style-type: none"> Schedule is planned Few procedures are articulated to students Expectations for student behavior lack clarity 	<p>...and</p> <ul style="list-style-type: none"> Schedule is planned and followed by the teacher Procedures are implemented Expectations are established but applied inconsistently 	<p>...and</p> <ul style="list-style-type: none"> Implements a daily schedule, which is communicated to students Establishes classroom procedures and expectations which students routinely follow Establishes behavioral expectations focused on planned learning outcomes which students routinely follow 	<p>...and</p> <ul style="list-style-type: none"> Provides explicit direction so that learners know what to do and when to do it Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences
3.2 O	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).	<ul style="list-style-type: none"> Negative demeanor Frequent reprimands Inappropriate boundaries Leaves learners unattended Emotionally unsafe environment 	<ul style="list-style-type: none"> Lack of learner collaboration Focus on delivering content without regard to interaction with students Teacher addresses student appropriately 	<p>...and</p> <ul style="list-style-type: none"> Students interact appropriately with one another Establishes a safe, positive, and respectful learning environment. Student-teacher dialog is focused on learning outcomes. 	<p>...and</p> <ul style="list-style-type: none"> Maintains a safe, positive, and respectful learning environment Provides opportunities for student interactions 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership Promotes learner inquiry and exploration 	<p>...and</p> <ul style="list-style-type: none"> Supports learners as they reflect on and modify their personal interactions Supports learners to create and manage learning teams to meet learning goals
3.3 O	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	<ul style="list-style-type: none"> No classroom management strategies Negative classroom management strategies Ineffective and disorganized use of time, space, and attention Frequent digressions 	<ul style="list-style-type: none"> Inconsistent use of classroom management strategies <p>(e.g., inappropriate student behavior acknowledged)</p> <ul style="list-style-type: none"> Transitions lack structure, disrupting instruction 	<p>...and</p> <ul style="list-style-type: none"> Pacing of instruction is appropriate for student learning Students are mostly on task Inappropriate student behavior is addressed with some success 	<p>...and</p> <ul style="list-style-type: none"> Implements classroom management strategies Encourages learners to be engaged with the content Manages time, space, and attention to engage learners 	<p>...and</p> <ul style="list-style-type: none"> Uses differentiated management strategies focusing on individual learner need Gains and maintains student attention through active engagement Adjusts instructional pacing and transitions to maintain learner engagement and support learning 	<p>...and</p> <ul style="list-style-type: none"> Fosters each learner's ability to manage and reflect upon his/her own learning

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Instructional Practice							
Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline.							
4.1 O	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c).	<ul style="list-style-type: none"> Conveys inaccurate content, information, and/or concepts Has difficulty conveying concepts 	<ul style="list-style-type: none"> Uses only one way to teach a concept or uses only one explanation Content is technically correct but is conveyed in a way that may perpetuate misconceptions <p>(e.g., oversimplified language, use of everyday language, poorly connected metaphors or analogies, uses inaccurate information)</p>	<p>...and</p> <ul style="list-style-type: none"> Teacher uses academic vocabulary with limited opportunities for student practice 	<p>...and</p> <ul style="list-style-type: none"> Demonstrates content knowledge in the teaching assignment Teaches the language and basic concepts of the discipline <p>(e.g., information is conveyed using real-world context)</p>	<p>...and</p> <ul style="list-style-type: none"> Uses multiple representations and explanations of concepts to deepen each learner's understanding Designs learning experiences to explicitly teach methods of inquiry and problem-solving Models and expects learners to evaluate, create, and think critically about the content Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning 	<p>...and</p> <ul style="list-style-type: none"> Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge Applies knowledge of subject beyond the content Motivates learners to extend and share their own knowledge beyond core content Anticipates possible learner misunderstandings and proactively mitigates concerns
Standard 5. Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.							
5.1 C	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).	<ul style="list-style-type: none"> Does not collect or use data to evaluate the outcomes of teaching Makes teaching decisions in isolation Sticks to pre-determined plan, rather than using data to make instruction decisions 	<ul style="list-style-type: none"> Collects data but does not use it to make instructional decisions Assessments lack direct alignment to instruction 	<ul style="list-style-type: none"> Collects and analyzes data to document student learning Assessments align with state and content standards as well as evidence of student learning 	<p>...and</p> <ul style="list-style-type: none"> Uses data to evaluate student learning and to make instructional decisions Monitors learner performance and responds to individual learning needs 	<p>...and</p> <ul style="list-style-type: none"> Targets instructional strategies based on data Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs Targets intervention and enrichment strategies base on data 	<p>...and</p> <ul style="list-style-type: none"> Provides multiple assessment options for the learner to demonstrate knowledge and skills Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction

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5.2 C	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e).	<ul style="list-style-type: none"> Does not use data to provide feedback on learner performance Does not provide feedback, feedback is non-specific or is limited Does not provide timely feedback Rarely moves about the classroom to provide on-going feedback 	<ul style="list-style-type: none"> Provides feedback to the class as a whole or to groups of students Scores are provided without descriptive feedback Rubrics are not used to provide descriptors of quality work Student learning is monitored through grades 	<ul style="list-style-type: none"> Monitors learner performance and provides individual, descriptive feedback with scores Rubrics are designed with vague descriptors 	<ul style="list-style-type: none"> Documents and shares assessment feedback with learners and parents/guardians as required Identifies elements of quality work through aligned rubrics 	<p>...and</p> <ul style="list-style-type: none"> Uses a variety of effective formats to document and provide feedback on learner progress. Initiates ongoing, open communication between home and school about learner progress. Provides timely, descriptive, and specific feedback to individuals and groups. Provides ways for learners to monitor and reflect upon their own progress 	<p>...and</p> <ul style="list-style-type: none"> Provides opportunities for learners to self-assess work and receive peer feedback Engages learners in using feedback to improve future performance
5.3 C	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (5a).	<ul style="list-style-type: none"> Assessment(s) is not aligned Assessment is biased and does not account for different learning styles and multicultural differences of students Does not make accommodations for different learner needs, particularly learners with disabilities and language learning needs (not developmentally appropriate) 	<ul style="list-style-type: none"> Relies on a single item type (e.g., multiple choice) for all assessments Assessment(s) is not aligned Only selects assessment(s) provided with curriculum and/or textbook 	<p>... and</p> <ul style="list-style-type: none"> Selects assessment(s) that align with lesson plan(s) and instructional topics 	<p>...and</p> <ul style="list-style-type: none"> Selects or adapts assessment(s) that match student learning outcomes Selects assessments that are developmentally appropriate Uses multiple strategies to evaluate student learning 	<p>...and</p> <ul style="list-style-type: none"> Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards Selected assessment(s) differentiate levels of student learning allowing the teacher to reteach missed concepts Selected assessments(s) accounts for individual learning styles and multicultural differences of learners minimizing bias 	<p>...and</p> <ul style="list-style-type: none"> Designs, selects, and integrates varied assessment types and involves learners in demonstrating knowledge and skills Selected assessments(s) account for and differentiate student learning levels and promotes higher levels and promotes higher level thinking in students Uses assessments to engage learner in their own growth

Standard 6. Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

6.1 C	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a).	<ul style="list-style-type: none"> Unfamiliar with Utah Core Standards Materials are not aligned with standards No evidence of planning No evidence of learning objectives 	<ul style="list-style-type: none"> Utah Core Standards are included in lesson plans but are not explicitly addressed in the lesson Instructional plans, materials, or strategies are activity-based rather than focused on the Utah Core Standards Learning objectives are included but not appropriate/valid 	<p>...and</p> <ul style="list-style-type: none"> Learning objectives are included and appropriate/valid 	<p>...and</p> <ul style="list-style-type: none"> Aligns daily instruction with Utah Core Standards Materials and strategies support student learning of the standards 	<p>...and</p> <ul style="list-style-type: none"> Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content Organizes and adapts learning experiences and materials to align with the Utah Core Standards Adapts pre-determined plans, materials, and timeframes to meet individual learner needs 	<p>...and</p> <ul style="list-style-type: none"> Plans authentic learning experiences Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments
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6.2 C	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).	<ul style="list-style-type: none"> No attempt to integrate 	<ul style="list-style-type: none"> Cross-disciplinary integration is ineffective or inhibits student understanding 	<ul style="list-style-type: none"> Cross-disciplinary integration is attempted without student interaction 	<p>...and</p> <ul style="list-style-type: none"> Provides opportunities for students to use knowledge from other topics and content to understand target content 	<p>...and</p> <ul style="list-style-type: none"> Plans lessons that demonstrate how knowledge and skills transfer to other content areas Designs learning experiences that promote the application of knowledge in multiple content areas 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices

Standard 7. Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.1 O	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).	<ul style="list-style-type: none"> Inappropriate strategies No variety of strategies Insensitivity to individual differences No adjustments to plans 	<ul style="list-style-type: none"> Mismatch between instructional strategies and lesson objectives or student needs No evidence of differentiation 	<p>Instructional strategies match lesson</p> <ul style="list-style-type: none"> Uses a limited number of instructional strategies <p>(e.g., instructional strategies do not necessarily meet student needs)</p>	<p>...and</p> <ul style="list-style-type: none"> During teaching, makes adjustments based on the responses of a variety of students, thus increasing engagement Identifies each learner's diverse learning strengths and needs 	<p>...and</p> <ul style="list-style-type: none"> Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners Differentiates instruction by using a variety of appropriate strategies 	<p>...and</p> <ul style="list-style-type: none"> Uses instructional strategies relevant to each learner's developmental, cultural, and linguistic background Uses learner differences as an asset in implementing effective instruction for all students
7.2 O	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e).	<ul style="list-style-type: none"> Expects students to use memorization, recall, and rote knowledge for most assessments/tasks. 	<ul style="list-style-type: none"> Uses instructional strategies that limit students' opportunities to ask questions and engage in problem solving. 	<ul style="list-style-type: none"> Uses instructional strategies that incorporate student questioning, though engagement is limited. 	<p>...and</p> <ul style="list-style-type: none"> Uses instructional strategies that incorporate high-order thinking Uses a variety of questioning strategies to promote engagement and learning 	<p>...and</p> <ul style="list-style-type: none"> Provides learners with explicit instruction to analyze, synthesize, and make decisions Provides opportunities for learners to reflect on their own learning Provides opportunities for students to generate and evaluate new ideas 	<p>...and</p> <ul style="list-style-type: none"> Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems Adapts levels of questions to engage each learner in appropriately differentiated high-level learning
7.3 O	Supports and expands each learner's communication skills through reading, writing, listening, and speaking (3f, 7d).	<ul style="list-style-type: none"> Communication skills are not taught or developed specifically Communication is teacher centered 	<ul style="list-style-type: none"> Only one communication skill (reading, writing, speaking, or listening) typically required of the students Most communication is teacher-centered; however, some attempts are made to use learners' communication skills 	<ul style="list-style-type: none"> Teacher incorporates reading, writing, listening, and speaking skills across the curriculum and within lessons as appropriate 	<p>...and</p> <ul style="list-style-type: none"> Provides opportunities for learners to practice communication skills and initiate dialogue with each other 	<p>...and</p> <ul style="list-style-type: none"> Teaches content-specific reading, writing, listening, and speaking skills for effective communication Provides opportunities for learners to expand communication skills to articulate thoughts and ideas 	<p>...and</p> <ul style="list-style-type: none"> Engages each student to transfer communication skills to real-world contexts Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking

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7.4 O	Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g).	<ul style="list-style-type: none"> Avoids using available technology 	<ul style="list-style-type: none"> The technology used neither enhances student learning nor engagement (e.g., technology for technology sake) 	<ul style="list-style-type: none"> Technology is teacher-centered Limited student engagement results from technology use 	<ul style="list-style-type: none"> Uses technology in ways that promotes student engagement and learning <p>(e.g., students' active engagement with content is facilitated by the technology)</p>	<p>...and</p> <ul style="list-style-type: none"> Evaluates and uses various technologies to support content and skill development Incorporates technology to extend learner content knowledge and skill development 	<p>...and</p> <ul style="list-style-type: none"> Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives Investigates and uses new technologies to enhance learner engagement in learning
7.5 O	Develops learners' abilities to find and use information to solve real-world problems (7g, 7f).	<ul style="list-style-type: none"> Information sources not appropriate for complexity of concepts and/or lesson objectives Uses unreliable sources of information Problems addressed are insignificant, contrived, or unrealistic 	<ul style="list-style-type: none"> Problems addressed have limited meaning or relevance to students Uses limited number of sources of information Teacher provides sources with limited perspectives 	<ul style="list-style-type: none"> Problems are relevant to lesson objectives and the students Develops learners' abilities to find information related to the topic 	<ul style="list-style-type: none"> Supports learners in using various media and other sources for gathering information to solve real world problems 	<p>...and</p> <ul style="list-style-type: none"> Develops each learner's ability to find, understand, and analyze diverse sources of information Provides opportunities for learners to use multiple sources of information to solve real-world problems 	<p>...and</p> <ul style="list-style-type: none"> Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems

Professional Responsibility

Standard 8. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1 C	Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).	<ul style="list-style-type: none"> Unaware of Utah Effective Teaching Standards Does not accept feedback, is defensive, or does not make adjustments in behavior/practice based on feedback Unaware of personal biases 	<ul style="list-style-type: none"> Accepts feedback and improves practice Aware of personal biases pertaining to students and stake holders 	<p>...and</p> <ul style="list-style-type: none"> Teacher self-assesses to improve practice Reflects on lesson after teaching and identifies adjustments to plans for future teaching Attends at least one professional learning experience <p>(e.g., teacher professional development days sponsored by the school or district, UEA meetings, district board meeting)</p>	<p>...and</p> <ul style="list-style-type: none"> Applies feedback from mentor teachers and university supervisors to improve teaching and learning in the classroom Acknowledges the impact of own bias on teaching 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback <p>(e.g., student exit surveys, student assignments, action research, etc.)</p> <ul style="list-style-type: none"> Identifies own background and experiences that have an impact on teaching and learning relationships 	<p>...and</p> <ul style="list-style-type: none"> Seeks professional learning within and outside the school setting to refine professional practices Identifies and accesses resources that support the development of a broader understanding of differences Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning Applies current professional learning to classroom practice, consistent with its intent
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Standard 9. Leadership and Collaboration: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.							
9.1 C	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).	<ul style="list-style-type: none"> Does not fulfill required duties (e.g., contracted school day, etc.) Displays lack of respect for colleagues/ classmates Blames others, including students, for lack of learner success 	<ul style="list-style-type: none"> Participates in required school activities Communicates with colleagues/ classmates when required May not take responsibility for actions when students struggle to learn 	...and <ul style="list-style-type: none"> Attends team meetings and participates in other collaborative opportunities, when invited Aware of his/her possible actions that could lead to success for all learners but not fully implement the action 	...and <ul style="list-style-type: none"> Maintains cordial professional relationships with colleagues/ classmates to fulfill required duties Acknowledges own actions that lead to success of all learners and attempts to follow through 	...and <ul style="list-style-type: none"> Participates with colleagues and collaborates in decision making Accepts responsibility for the success of all learners 	...and <ul style="list-style-type: none"> Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives Takes initiative to participate in developing and implementing policies and practices that improve instruction
9.2 C	Advocates for the learners, the school, the community, and the profession (9c).	<ul style="list-style-type: none"> Lacks respect for learners and families Communicates negatively about learners, families, or the profession Interacts inappropriately with learners, families, or colleagues/ classmates 	<ul style="list-style-type: none"> Respectful to learners, families, and the profession Communicates positively about learners, families, and the profession Interacts appropriately with learners, families, or colleagues/ classmates 	...and <ul style="list-style-type: none"> Is a positive representative of the profession, school, and university 	...and <ul style="list-style-type: none"> Contributes to student success by responding to learner concerns 	...and <ul style="list-style-type: none"> Advocates for all students to be prepared for high school graduation and future school work success Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement 	...and <ul style="list-style-type: none"> Communicates the vision of college and career readiness to students and families Participates, promotes, and provides support for initiatives in the school and community to have an impact on student success
Standard 10. Professional and Ethical Behavior: The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in <u>Utah State Board Rule R277-515</u>.							
10.1 C	Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f).	<ul style="list-style-type: none"> Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same. 			<ul style="list-style-type: none"> Understands, adheres to, and upholds university polices, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same 		

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10.2 C	Is responsible for compliance with all requirements of <u>State Board of Education Rule R277-530</u> at all levels of teacher development (10b).	<ul style="list-style-type: none"> Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities Does not know or understand professional requirements Does not complete all requirements for student teaching Does not maintain instructional and non-instructional records Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation Develops inappropriate student-teacher relationships as defined in rules, law, and policy Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA) 			<ul style="list-style-type: none"> Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities 	<ul style="list-style-type: none"> Takes responsibility to understand professional requirements and to complete all requirements for student teaching 	<ul style="list-style-type: none"> Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way
					<ul style="list-style-type: none"> Maintains accurate instructional and non-instructional records Maintains integrity and confidentiality in matters concerning student records and collegial consultation Develops appropriate student-teacher relationships as defined in rules, law, and policy Maintains professional demeanor and appearance as defined by university and the local education agency (LEA) 		